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| **Reading** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Identifies the main topic, key details, and central message, or lesson in a text (RL.2.2; RI.2.2; L.2.6; S/L.2.2)  *In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3)* | * Is unable to recount stories and determine message, lesson, or moral (including fables and folktales) * Is unable to identify main topic of specific paragraphs and multi-paragraph texts * Is unable to describe details from text or information presented orally using adjectives and adverbs | * Inconsistently recounts stories and determines message, lesson, or moral (including fables and folktales) * Inconsistently identifies main topic of specific paragraphs and multi-paragraph texts * Inconsistently describes details from text or information presented orally using adjectives and adverbs | * Consistently recounts stories and determines message, lesson, or moral (including fables and folktales) * Consistently identifies main topic of specific paragraphs and multi-paragraph texts * Consistently describes details from text or information presented orally using adjectives and adverbs | *The student must be reading o on a 3rd-grade level instructional text or higher.*  Exceeds level 3 and begins to:   * Recount stories, including myths from diverse cultures * Begins to explain the central message, lesson, or moral and how it is conveyed through key details |
| Describes how individuals, events, and ideas develop and interact over the course of a text (RL.2.3; RI.2.3)  *In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3)* | * Is unable to describe how characters in a story respond to major events and challenges * Is unable to describe historical events, scientific concepts, and technical procedures in a text | * Inconsistently describes how characters in a story respond to major events and challenges * Inconsistently describes historical events, scientific concepts, and technical procedures in a text | * Consistently describes how characters in a story respond to major events and challenges * Consistently describes how historical events, scientific ideas, or how-to procedures are linked together in a text. | Exceeds level 3 and begins to:   * Describe characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events * Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect |

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| **Reading** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Determines or clarifies the meaning of unknown and multiple-meaning words and phrases (RI.2.4; L.2.4)  *In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3)* | * Is unable to use an array of strategies to determine the meaning of unknown and multi-meaning words or phrases (e.g., root words, affixes, sentence content, single-word meaning within compounds, glossaries, or dictionaries) | * Inconsistently uses an array of strategies to determine the meaning of unknown and multi-meaning words or phrases (e.g., root words, affixes, sentence content, single-word meaning within compounds, glossaries, or dictionaries) | * Consistently uses an array of strategies to determine the meaning of unknown and multi-meaning words or phrases relative to 2nd grade content (e.g., root words, affixes, sentence content, context clues, single-word meaning within compounds, glossaries, or dictionaries) | Exceeds level 3 and begins to:   * Determine the meaning of general academic and domain-specific words and phrases in a text |
| Describes structure of a text and uses its features efficiently (RL.2.5; RI.2.5)  *In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3)* | * Is unable to describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action * Does not know and use a variety of text features to locate key information in a text (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently | * Inconsistently describes the overall structure of a story, including how the beginning introduces the story and the ending concludes the action * Inconsistently knows and uses a variety of text features to locate key information in a text (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently | * Consistently describes the overall structure of a story, including how the beginning introduces the story and the ending concludes the action * Consistently knows and uses a variety of text features to locate key information in a text (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently | Exceeds level 3 and begins to:   * Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza, and describes how each successive part builds on earlier sections * Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently |
| **Reading** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Determines point of view or purpose of a text (RL.2.6; RI.2.6)  *In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3)* | * Is unable to identify differences in points of view of characters, including different voices for character dialog * Is unable to identify the main purpose of a text including what the author wants to answer, explain, or describe | * Inconsistently identifies differences in points of view of characters, including different voices for character dialog * Inconsistently identifies the main purpose of a text including what the author wants to answer, explain, or describe | * Consistently identifies differences in points of view of characters, including different voices for character dialogue when reading aloud * Consistently identifies the main purpose of a text including what the author wants the reader to answer, explain, or describe | Exceeds level 3 and begins to:   * Distinguish their own point of view from that of the author, narrator, or those of the characters |
| Uses illustrations, images, and words to demonstrate understanding and to clarify a text (RL.2.7; RI.2.7)  *In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3)* | * Is unable to demonstrate understanding of character, setting, or plot using illustrations/words from print or digital text * Is unable to explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text | * Inconsistently demonstrates understanding of character, setting, or plot using illustrations/words from print or digital text * Inconsistently can explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text | * Consistently demonstrates understanding of character, setting, or plot using illustrations/words from print or digital text * Consistently can explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text | Exceeds level 3 and begins to:   * Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) * Use information gained from illustrations (e.g., map, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) |

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| **Reading** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Compares and contrasts similarities and differences in two or more texts on similar topics (RL.2.9; RI.2.9)  *In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3)* | * Is unable to compare and contrast two or more versions of the same story by different authors or cultures * Is unable to compare and contrast the most important points identified by the reader on the same topics by two texts | * Inconsistently compares and contrasts two or more versions of the same story by different authors or cultures * Inconsistently compares and contrasts the most important points identified by the reader on the same topics by two texts | * Consistently compares and contrasts two or more versions of the same story by different authors or cultures * Consistently compares and contrasts the most important points identified by the reader on the same topics by two texts | Exceeds level 3 and begins to:   * Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) * Compare and contrast the most important points and key details presented in two texts on the same topic |

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| **Reading** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Knows and applies grade-level phonics and word analysis skills in decoding words (R.F.2.3)  *In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3) excluding comprehension component* | * Is unable to distinguish long and short vowels when reading regularly spelled one-syllable words * Does not know spelling-sound correspondences for additional common vowel teams * Is unable to decode regularly spelled two-syllable words with long vowels * Is unable to decode words with common prefixes and suffixes * Is unable to identify words with inconsistent but common spelling-sound correspondences * Is unable to recognize and read grade-appropriate irregularly spelled words | * Inconsistently distinguishes long and short vowels when reading regularly spelled one-syllable words * Inconsistently knows spelling-sound correspondences for additional common vowel teams * Inconsistently decodes regularly spelled two-syllable words with long vowels * Inconsistently decodes words with common prefixes and suffixes * Inconsistently identifies words with inconsistent but common spelling-sound correspondences * Inconsistently recognizes and reads grade-appropriate irregularly spelled words | * Consistently distinguishes long and short vowels when reading regularly spelled one-syllable words * Consistently knows spelling-sound correspondences for additional common vowel teams * Consistently decodes regularly spelled two-syllable words with long vowels * Consistently decodes words with common prefixes and suffixes * Consistently identifies words with inconsistent but common spelling-sound correspondences * Consistently recognizes and reads grade-appropriate irregularly spelled words | Exceeds level 3 and begins to:   * Identify and know the meaning of the most common prefixes and derivational suffixes * Decode words with common Latin suffixes * Decode multisyllable words |

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| **Writing** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Composes opinion, informative/explanatory, and narrative pieces of writing (W.2.1, W.2.2, W.2.3, W.2.5) | Opinion Writing   * Is unable to introduce the topic * Is unable to provide a concluding statement or section when writing an opinion piece * Is unable to use linking words to connect opinion and reasons   Informative   * Is unable to introduce the topic * Is unable to provide a concluding statement or section when writing an informative piece * Is unable to use facts and definitions to develop points   Narrative   * Is unable to introduce the topic * Is unable to provide a concluding sentence when writing a narrative piece * Is unable to recount a well-elaborated event or short sequence of events * Is unable to include details to describe actions, thoughts, and feelings * Is unable to strengthen writing as needed by revising and editing | Opinion Writing   * Inconsistently introduces the topic * Inconsistently provides a concluding statement or section when writing an opinion piece * Inconsistently uses linking words to connect opinion and reasons   Informative   * Inconsistently introduces the topic * Inconsistently provides a concluding statement or section when writing an informative piece * Inconsistently use facts and definitions to develop points   Narrative   * Inconsistently introduces the topic * Inconsistently provides a concluding sentence when writing a narrative piece * Inconsistently recounts a well-elaborated event or short sequence of events * Inconsistently includes details to describe actions, thoughts, and feelings * Inconsistently strengthens writing as needed by revising and editing | Opinion Writing   * Consistently introduces the topic * Consistently provides a concluding statement or section when writing an opinion piece * Consistently uses linking words to connect opinion and reasons   Informative   * Consistently introduces the topic * Consistently provides a concluding statement or section when writing opinion * Consistently use facts and definitions to develop points   Narrative   * Consistently introduces the topic * Consistently provides a concluding sentence when writing a narrative piece * Consistently recounts a well-elaborated event or short sequence of events * Consistently includes details to describe actions, thoughts, and feelings * Consistently strengthens writing as needed by revising and editing | Exceeds level 3 and begins to:  Opinion   * Create an organizational structure that lists reasons when writing an opinion piece   Informative   * Group related information together and includes illustrations, when useful to aiding comprehension, when writing an informative/ explanatory piece   Narrative   * Establish a situation and introduces a narrator and/or characters; organizes an event sequence that unfolds naturally; uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations when writing a narrative piece |

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| **Writing** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Demonstrates command of the conventions of standard English (L.2.1; L.2.2) | * Is unable to use collective nouns * Is unable to form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*) * Is unable to use reflective pronouns (e.g., *myself, ourselves*) * Is unable to form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*) * Is unable to use adjectives and adverbs, and chooses between them depending on what is to be modified * Is unable to produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*)   ------------------------   * Is unable to capitalize holidays, product names, and geographic names * Is unable to use commas in greetings and closings of letters * Is unable to use an apostrophe to form contractions and frequently occurring possessives * Is unable to generalize learned spelling patterns when writing words (e.g., *cage – badge; boy – boil*) * Is unable to consult reference materials, including beginning dictionaries, as needed to check and correct spellings | * Inconsistently uses collective nouns * Inconsistently forms and uses frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*) * Inconsistently uses reflective pronouns (e.g., *myself, ourselves*) * Inconsistently forms and uses the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*) * Inconsistently uses adjectives and adverbs, and chooses between them depending on what is to be modified * Inconsistently produces, expands, and rearranges complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*)   ------------------------   * Inconsistently capitalizes holidays, product names, and geographic names * Inconsistently uses commas in greetings and closings of letters * Inconsistently uses an apostrophe to form contractions and frequently occurring possessives * Inconsistently generalizes learned spelling patterns when writing words (e.g., *cage – badge; boy – boil*) * Inconsistently consults reference materials, including beginning dictionaries, as needed to check and correct spellings | * Consistently uses collective nouns * Consistently forms and uses frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*) * Consistently uses reflective pronouns (e.g., *myself, ourselves*) * Consistently forms and uses the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*) * Consistently uses adjectives and adverbs, and chooses between them depending on what is to be modified * Consistently produces, expands, and rearranges complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*)   ------------------------   * Consistently capitalizes holidays, product names, and geographic names * Consistently uses commas in greetings and closings of letters * Consistently uses an apostrophe to form contractions and frequently occurring possessives * Consistently generalizes learned spelling patterns when writing words (e.g., *cage – badge; boy – boil*) * Consistently consults reference materials, including beginning dictionaries, as needed to check and correct spellings | Exceeds level 3 and begins to:   * Form and uses regular and irregular plural nouns * Use abstract nouns * Form and use regular and irregular verbs * Form and use the simple verb tenses (e.g., *I walked; I walk; I will walk*) * Ensure subject-verb and pronoun-antecedent agreement * Form and use comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified * Use coordinating and subordinating conjunctions * Produce simple, compound, and complex sentence   ------------------------   * Capitalize appropriate words in titles * Use commas in addresses * Use commas and quotation marks in dialogue * Form and use possessives * Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happines*s) * Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words |